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ABSTRACT

Following a short paper on the rationale for aging education at all levels, several resource lists cite curriculum materials and general references on aging. Aging education is defined to encompass educational programs at all levels aimed at helping students learn more about the nature and problems of growing old. Focus is on the elementary and secondary level including activities designed for inclusion into existing curricula and inter-generational programs which provide for interaction between young and old. Population trends of aging (U.S. and worldwide) are traced, and a rationale outlined for including aging education in elementary and secondary curriculum. Following a brief reference bibliography for the paper are several appendixes: curriculum resources for aging education (tagged for elementary, secondary, or all levels): an audio-visual materials list: a list of programs (annotated) in aging education: several newsletters from the Clearinghouse of Elementary and Secondary Aging Education at Tennessee Technological University in Cookeville: and a general reference bibliography on aging classified by reference, general information, sociological emphasis, psychological emphasis, economic and financial aspects, medical and biological, retirement, education, nursing homes, and philosophical and personal. (JT)

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RESOURCES

for

AGING EDUCATION

U S DEPARTMENT OF HEALTH,
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NATIONAL INSTITUTE OF
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I. INTRODUCTION

Aging education is definitely part of our new educational agenda. There is a need to educate all ages of the population as to the nature and the problems of growing old. Many observations made about the aged are grossly inaccurate, yet they represent a portion of the mythology of aging that is accepted without question by a large segment of society. Since the subject of aging is so frought with myths, stereotypes and misinformation accompanied by the fact that the population of aged is increasing in numbers, a concerted educational response is required to facilitate social action and attitudinal change.

This response does not need to be a separate part of the curriculum, but rather part of the ongoing efforts to redefine education in the light of new needs. By bringing concepts of aging to the attention of the young, heightened sensitivity and awareness can be stimulated in relation to the needs of all human beings. Exposure to the older segment of society, both mediated and personal, can help students see each person's worth.

To accomplish this goal, educators need to examine their own attitudes toward aging as well as scrutinize educational resources in the area of aging education. In addition, it is the responsibility of educators to expose students to the process of aging and its ramifications on the individual. This process should begin with the young child and continue throughout life to prepare individuals to accept their own aging as well as other members of society.

The purpose of this project is to cull the field of education for curriculum resources on aging education from primary to collegiate levels. These materials could serve as resources to educators who are meeting the challenge of teaching about aging.

II. DEFINITIONS OF AGING EDUCATION

According to John W. Myers, Director of the Clearinghouse for Elementary and Secondary Aging Education (CESAE), aging education encompasses all educational programs aimed at helping students to learn more about the process of aging and the aged. It may appear in the form of curricular materials and activities designed for inclusion into existing curricula, or in the form of "inter-generational programs" (i.e., programs which provide for some form of interaction between young and old). Aging education is a logical outgrowth of the general interest in aging and the aged across the nation, and an extension of the "lifespan learning" movement. It has long been active in adult education; only recently has it expanded to the public school. (Myers,1980)

The definition of aging must also be analyzed in identifying resource materials for aging education. A leader in the field of gerontology, James Birren, defines aging as "regularities or changes that occur over the lifespan that result in differences between young and old organisms in structure and functions." Birren sees aging as only a series of changes which differentiate young from old; he does not see one state as being any better than the other. (Birren,1964)

III. TRENDS OF AGING

Walter M. Beattie, Jr., Director of the All-University Gerontology Center at Syracuse University, provides the following information about current trends in aging:

> "One out of every nine Americans is over age 65, and and the number of older Americans increases at the rate of 1400 per day. This phenomenon, which Americans try very hard to ignore, is part of a worldwide pattern-the aging of individuals, families and societies. Throughout the world in 1970, there were 291 million people over age 60; by the end of the century, there will be more than 600 million. In the Western nations, the over 60 population is expected to increase by 50% between 1970 and 2000, but the increase

is expected to be 180% in the developing regions.

In Europe and Northern America, declining birth rates and the postponement of death has led to a major increase in the proportions of the 60 and over population. In Europe, by the year 2000, nearly 100 million persons 60 and over will represent 18.5% of the population, and in Northern America, the number will increase to nearly 43 million, or 14.5%. In the USSR, there will be 56 million persons 60 and over by the year 2000, nearly 18% of the total population. These are the world regions which demographers have defined as aged socieities.

This aging of socieities is not only worldwide,it is also accelerating, particularly in the less developed regions. The developing socieities have been considered young or youthful populations, but in the coming decades more of the world's elderly will be found in these regions despite their small proportions; in fact, by early in the next century more than half the older population will be found in the developing regions.

Old age is increasingly a woman's world-females in the more developed countries have a life expectancy at birth of six to eight years greater than males, and in some of of these countries the gap is widening. Females in particular, then, must be prepared for survival into the advanced stages of life, often with a long period of widowhood lasting from 20 to 30 years. This is particularly true in cultures which favor males marrying brides who are 6 to 8 years younger.

It is important that the aging of socieities and of individuals be related to an understanding of the aging of families whichis also occurring worldwide. One of the stereotypes in many developed nations is the breakdown of the family in regard to its responsibilities for the care of older people. Recent studies have revealed that, historically, older family members seldom lived with younger adult children.

The family in the more developed regions of the world is changing from a two-and three-generation family to one of four and five generations. At the same time, there are increasing migrations and mobility among family members, so that members of a single generation may be disbursed across hundreds or thousands of miles, and the same family may have two generations in the over-60 category.

Studies suggest that family members do feel responsible for older persons, but at a distance. The preferred pattern is for the parent to live close by, but not with adult children. The dilemma is that adult children in their 40's and 50's may have parents in their 60's and 70's who, in turn, may have parents in their 80's and 90's. These same adult children may have children on their own in their 20's who are parents in their own right. Those in their 40's and 50's, then, may

be grandchildren with grandparents living and also be grandparents with living grandchildren. They may also be the only economically productive generation within the family. The family, over time as well as space, is an increasing phenomenon for the more developed world." (Beattie,1980)

Although Beattie offers statistical projections for future trends on aging, more predictions are needed if curriculum materials are going to be developed to meet the needs of education about aging.

Even though many of the variables needed for reliable predictions about the next 30 years may yet be unknown, Robert Morris (1968) Professor of the Florence Heller Graduate School for Advanced Studies in Social Welfare Brandeis University, in testimony before the U.S. Senate Special Committee on Aging predicted that, if present trends continue at a relatively even pace, and barring major catastrophies, the following guesses are not wholly unreasonable:

A. *"The U.S. population will be approximately 310 million, of whom 30 million will be over the age of 65. Approximately two-thirds of this total, or 20 million persons, will be over the age of 75. It is this latter group--over 75--which consumes health, hospital and nursing services most heavily.*

B. *At least 16 million of all persons over 65 will be single... never married...widowed or divorced. Three million will lack extensive family relationships upon which we are accustomed to rely in periods of illness or disability.*

C. *The average life expectancy for adults who reach age 65 will not be much higher than it is today...Women, who are longer-lived, can expect to live at least to 80 as an average.*

D. *More than ever, the problem of age will be dominated by the special needs of aged women.*

E. *Our technical achievements in the production of goods may reduce the average age for retirement to 60 years. There are already some hundreds of thousands of persons who retire from their major careers before the age of 60. This once happened because of illness; now it is due to the generosity of industrial retirement plans for executive personnel and national generosity for members of the Armed Forces and civil servants.*

F. A combination of the last two estimates means that, for the average American, between fifteen and twenty years of human life one-fourth of a man's time on earth becomes "free time" detached from goods-producing labor. Twenty years of time becomes available for the average human being, who must decide what he shall do with his life, rather than having a brief span at the end of a working career to ask "What have I done with my life?"

G. The price level will be 50% higher than it is today, or higher based on current inflation rates. By one conservative estimate a worker who retires at full salary which places him in the middle of the income distribution scale will drop to the poverty group in 15 years. Individuals who accumulate their economic reserve through insurance and social security during the next 30 years, at current price levels, will be faced with a substantial gap between income and prices by the year 2000.

H. The rapid tempo of social and economic and technical change in America will probably continue and even increase. This will isolate the aged more than ever. The American population will be more mobile than ever before. It will be necessary for most adults to consider one or more changes in jobs and careers throughout their adult lives. Families will move more frequently than they do today. Even now, on the average, 20% of the urban population changes housing each year, but only half as many persons over 65 move. Constant family moving at this rate leaves the aged behind. It becomes more and more difficult for neighborhoods and families to maintain and sustain the social and physical well-being of older persons who live more and more among strangers.

I. The average aged person in 30 years will be much more like the average middle-aged or youthful adult today. Most will have had a high-school education and almost half will have had some college education. They will be native born, reared in a growing mobile, and expectant society, and will have many advanced skills. This contrasts with the present aged, who as a group are weighted by immigrant origin, have a grade school education or less, were reared in a slower and more frugal world, and are less skilled. The golden age center of today will hardly satisfy the college-educated oldster of the year 2000. Neither will present income, nor a lifetime of inactivity. A majority of all women 65 and older are now widows. The greater longevity of women-another 16 years at age 65 in comparison to 13 years for the men-coupled with the fact that women usually marry men somewhat older, accounts for an increasingly heavy preponderance of widows in the older population, especially at higher ages. Most of the aged in the future will be women and most of these women will be widows. Women 65 and older already outnumber men by a ratio of 134 to 100 and this disproportion is expected to rise to 150 to 100 by 1985. Widows now number 6.2 million: by 1985, the number will soar to more than eight million.

The 60 and over and 80 and over populations (in thousands) for the world and its more developed and less developed regions, for 1970 and 2000, as compared to all ages and the percentage distribution between regions; and, the 80 and over age group as percentages of the 60 and over population.

AGE	WORLD		MORE DEVELOPED REGIONS		LESS DEVELOPED REGIONS	
	1970	2000	1970	2000	1970	2000
All Ages	3,610,377	6,254,377	1,084,018	1,360,245	2,526,359	4,894,133
Percentage	100.0	100.0	30.0	21.8	70.0	78.2
60 and Over	304,341	581,431	153,424	233,851	150,917	347,579
Percentage	100.0	100.0	50.4	40.3	49.6	59.7
80 and Over	26,327	57,605	16,097	31,203	10,230	26,402
Percentage	100.0	100.0	61.1	54.2	38.9	45.8
80 and over as a percentage of 60 and over	8.8	9.9	10.5	13.3	6.8	7.6

* Source: *Population by Sex and Age for Regions and Countries, 1950-2000, as Assessed in 1973: Medium Variant* (UN, ESA/P/WP60, 25 February, 1976.)

IV. *RATIONALE FOR AGING EDUCATION*

The recent mandate by the New Jersey State Board of Education to teach family living is a strong indication for the inclusion of aging education into present curriculum. It is also an indication for the need for resources to facilitate the fulfillment of this mandate.

In addition to mandates and legislation, social forces and pressure groups (i.e., Gray Panthers) are making educators aware of the need for aging education.

According to John W. Myers (1980):

> *"Aging education may well prove the most relevant and significant addition to curricula in years. It may result in the virtual elimination of the dreaded generation gap, as mistrust and stereotyped attitudes are replaced by communication and understanding between young and old."*

There are a multitude of reasons, as well as the factual statistics relevant to population trends of the aging, which substantiate the inclusion of aging education in the primary, elementary and secondary school curriculum. One of the most comprehensive rationales for addressing aging education is presented by Dr. Myers (1980):

"1. *Everyone ages; it is a lifespan process. Yet most Americans are ignorant as to what aging <u>is</u>: they commonly accept a "mythology" of aging which paints the aging process as something to be feared. Aging education can disprove the myths.*

2. *Many Americans feel threatened by aging, and particularly, "old age." People see growing older as a path leading to death: for some, old age becomes a time during which one waits to die. A feeling of uselessness or lack of purpose, which often accompanies retirement, may, indeed, hasten the decline of mental and physical capabilities. It is too often a time of illness, economic insecurity, and depression. Aging education can ease that fear.*

3. *Children, as young, as pre-school, note differences in adults of differing ages. By the time a student reaches the classroom, he has six to seven years exposure to the myths of aging. The older he gets the more he will think about growing older, the more his anxiety will grow. Negative attitudes, and resultant behavior toward older persons, begin to form early. Studies of children's perceptions of age document the gradual formation of these negative attitudes and beliefs.*

4. *Research indicates that these attitudes <u>can</u> be effectively altered in the classroom. Studies like that Baltes and Labouvie-Vief (1976) show what can be accomplished in only a short period of time with standard types of classroom materials. Other programs, which have utilized intergenerational relationships, have achieved phenomenal success in relatively short periods of time.*

5. *Students react positively and enthusiastically to aging aging education. Student responses to programs like the Teaching-Learning Communities (T-LC) program in Ann Arbor, which brings older citizens into art classes to teach skills such as lace making have been excellent. Reactions to other intergenerational programs across the nation have ranged from good to outstanding.*

6. *Students exhibit a high degree of interest in aging and the aged, once they become involved in the subject. Knowledge about aging provides answers to questions they have about their own aging, and that of their parents, grandparents and friends. Students perceive the subject as very relevant to life as they are living it.*

7. *Bureau of the census projects indicate that, by the year 2000, one out of every five persons living will be over 65 years of age. Students of today will likely find themselves in the 21st Century, part of a society that caters to the older citizen, in much the same way that present society emphasizes youthful interests. Since historically older citizens are the most avid voters, it is likely that the "old" of the 21st Century will wield a*

great deal of political influence. What a sad situation it may be, if a majority of those future elders accept the negative myths of aging, and are unaware of the facts. Old people, like students in the classroom, tend to live up to our expectations for them.

Such data as the above has amassed a great deal of support for aging education for the public school. National organizations which have become involved with the movement include the American Association of Retired Persons, the National Retired Teachers Association, the National Association of Elementary School Principals, the National Association of Secondary School Principals, and the Girl Scouts of America. The need for such programs has been acknowledged publicly by the United States Congress, two White House Conferences on Aging, and by a President of the United States."

V. EDUCATIONAL IMPLICATIONS

Aging trends are not only affecting social structures and priorities, they are also influencing financial and curricular decisions within educational institutions.

Traditionally, education has emphasized the socialization of the young for responsibilities as adults, including their preparation for vocations. With rapid social and technological change, some people are now finding that the knowledge and skills they acquired are obsolete. There is some effort to retrain these individuals, but only recently have we begun to raise questions about the importance of life-long, continuous learning and the changing roles of primary, secondary, and higher educations in regard to preparation for aging and for the creative uses of time beyond family and occupational responsibilities.

Every individual needs to have some knowledge and understanding of aging. Aging education will help in preparing for one's own life stages and also should provide a better understanding of family members. Awareness of one's own aging and of society's approaches to aging can help prepare the individual for the changes associated with the aging of parents and grandparents, including retirement, illness, death, and bereavement, and how to provide support, care and affection without destroying the self-mastery and esteem of the older person.

Knowledge of government and community resources forms a basis for knowing the kinds of social provisions and services available.

Knowledge about aging is also important in exercising the responsibilities of citizenship. We face a growing number of decisions and choices regarding older persons-policies and programs for health service, income assistance and maintenance, zoning and land use ordinances, alternative living arrangements, educational opportunities, recreational programs, transportation and so on. The choices we have to make will require an informed electorate. In addition, people who serve on community boards, public commissions, and other planning bodies will need an increased knowledge and awareness of aging and its implications for the individual, family, and community.

Another educational implication indicated by present aging trends is that the study of human aging is a rapidly expanding area, in addition to a tremendious increase in professional and career opportunities in this field. As the numbers and proportions of older persons increase, and if the present trend of fewer children continues, major shifts in the services and professions will continue. Health careers ranging from medicine, dentistry, nursing, rehabilitation, planning, and administration will require knowledge about aging as well as working with older people. This is also true to social work, architecture, law, business administration, etc. Indeed, there is scarcely an area of human endeavor which does not, or will not, touch upon some aspects of individual and societal aging. (Beattie,1980)

VI. CONCLUSION

Based on the readings and investigations into existing materials, it appears that education is only beginning to respond to the aging populations and the need to develop knowledge, curricula, and programs of education and training. Although there is evidence of some curriculum development in primary

and secondary education, it is scant indeed. There is a paucity of materials which addresses the role of older persons as teachers, learners and overall valuable material resources.

The need for educators to address their responsibilities in regard to this phenomenon of aging is obvious. Since the majority of the population can be reached at the primary and secondary level of education, a major challenge confronts those who are responsible for teacher preparation and curriculum development. In many ways, today's older persons represent the first generation to have achieved a full life span. The challenge is to provide a meaningful response to their longevity. Education has a particular responsibility to train each generation for the potentials and issues of aging in our society.

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Hickey, Louise, et.al., "Children's Perceptions of the Elderly," Journal of Genetic Psychology. Vol. XXIII, (April, 1968).

Media and Methods: Getting to Know the Elderly Through Life, Literature and Film. Philadelphia: North American Publishing Company, February, 1980.

Myers, John W. Technical Assistance Brief. Cookeville, Tennesse: The Clearinghouse for Elementary and Secondary Aging Education (CESAE), April, 1980.

Skager, Rodney, et.al., (eds.) Curriculum Evaluation for Lifelong Education. New York: UNESCO Institute for Education by Pergamon Press, 1977.

White House Conference on Aging, 1961: Education and Aging. Washington, D.C.: U.S. Department of Health, Education and Welfare, Special Staff on Aging, 1961.

White House Conference on Aging, 1971: Section Recommendations on Education. Washington, D.C.: U.S. Department of Health, Education and Welfare, Special Concerns Session, 1971.

1970 Census of Population Characteristics of the Population, United States Summary. Washington, D.C.: United States Department of Commerce, Bureau of the Census, Government Printing Office, 1973. (Table 53)

APPENDICES

APPENDIX A

BIBLIOGRAPHY OF CURRICULUM MATERIALS ON AGING EDUCATION

BIBLIOGRAPHY OF CURRICULUM MATERIALS ON AGING EDUCATION

A. RESOURCES

Atwood, H.M. (ed.). Activities for Teaching About Aging: Primary and Intermediate Grades. ERIC (ED 156 552). 1975. 70pp. (ELEMENTARY GRADES)

Bradley, L. and B. Esporite. (eds.). Curriculum Materials on Aging for Elementary and Secondary Schools. Ohio Commission on Aging, 50 W. Broad Street, 9th Floor, Columbus, OH 43215. 1977. 198 pp. (ELEMENTARY AND SECONDARY GRADES)

Cameron, M. Views of Aging: A Teacher's Guide. IOG Publications, 520 E. Liberty Street, Ann Arbor, MI 48109. 1976. 179 pp. (SECONDARY GRADES)

Cole, W. and D. Harris. The Elderly in America (with 49 page teacher's guide). Allyn & Bacon, Inc., 470 Athlantic Avenue, Boston, MA 02210. 1977. 65 pp.

Curriculum Materials on Aging for Elementary and Secondary Schools. Columbus, Ohio: Ohio State Commission on Aging, ERIC (ED 163 344), 1971. (ALL GRADE LEVELS)

Deichman, E. and C. O'Kane (eds.). Working with the Elderly: A Training Manual. Potentials Development for Health and Aging Services, Inc., 775 Main Street, Suite 325, Buffalo, NY 14203. 1975. 144 pp. $10.50. (VOCATIONAL EDUCATION)

Goldstein, E. Aging (Vol. I). Social Issues Resources Series (SIRS), P.O. Box 2507, Boca Raton, FL 33432. 1979. 310pp. $36.00. (ALL GRADE LEVELS)

Jacobs, B. P. Lindsley, and M. Feil. A Guide to Intergenerational Programming. The National Council on Aging, Inc., 1828 L. Street NW, Washington, D.C. 20036. 1976. 28pp. $3.00. (SECONDARY AND VOCATIONAL EDUCATION)

Jacobs, H. L. Youth Looks at Aging (2nd Edition). Institute of Gerontology, The University of Iowa, Iowa City, IO 52240. 1969. 51pp. $1.00 (SECONDARY GRADES)

Jantz, R. C. Seefeldt, et.al., Curriculum Guide: Children's Attitudes Toward the Elderly. Center on Aging, Division of Human and Community Resources, the University of Maryland, College Park, MD 20742. 1976. 71pp. (ELEMENTARY GRADES)

Marshall, M. Education About Aging (Bibliography and Resource List). Adult Education Field Services Section, State Department of Education, 721 Capitol Mall, Sacramento, CA 95814. 1977. 16pp.

Myers, J. Aging Curricula for the Public Schools: Objectives and Materials. Unpublished dissertation, The University of Akron (Ohio), 1977. 380pp. (ALL GRADE LEVELS)

_____. Aging Education for Junior High/Middle School Years. Unpublished manuscript. 1979. 143pp. (SECONDARY GRADES)

Olmstead, M. Influence of a Unit of Gerontology on the Attitudes, Knowledge and Perceptions of High School Students on the Aging Process, the Aged, and Their Own Aging. Unpublished dissertation, The University of Michigan. 1976. (SECONDARY GRADES)

Paranya, A. A Unit on Aging. ERIC (ED 098 125). 15pp. $.83 microfiche; $1.67 paper. (SECONDARY GRADES)

Pratt, F. Teaching About Aging. ERIC (SO 009 716) or Social Science Education Consortium, Inc., 855 Broadway, Boulder, CO 80302. 1977. 75pp. $3.25. (SECONDARY GRADES)

Randall, Phillip. A Course of Study on Aging for High School Students. Columbus, Ohio: Ohio State Commission on Aging, 1975. (SECONDARY)

Rashkis, Z. "Grow Old Along With Me," from Thematic Units in Teaching English and the Humanities. National Council of Teachers of English, 1111 Kenyon Road, Urbana, IL 61801, 1975. 16pp. $6.95. (SECONDARY GRADES)

Saxe, A. The Young Look at the Old: Curriculum Building in the Area of Aging. Gerontology Education and Training Center, San Jose State University, San Jose, CA 95125. 1977. 97pp. $3.00. (ALL GRADE LEVELS)

Schmall, V. and N. Benge. Curriculum Activities on Aging. Program on Gerontology, School of Home Economics, Oregon State University, Corvallis, OR 97331. 1977. (ALL GRADE LEVELS)

Smith, G. Teaching About Aging (Revised Edition). Donars Productions, P.O. Box 24, Loveland, CO 80537. 1978. 89pp. $9.00 (SECONDARY GRADES)

_____. Handbook for Curricula on the Concepts of Aging. Adult Education Field Services Section, State Department of Education, 721 Capitol Mall, Sacramento, CA 95814. 1977. 50pp. (ALL GRADE LEVELS)

B. AUDIO-VISUAL MATERIALS

Aging: A Filmography. Educational Film Library Associ-tion, Inc., 43 West 61st Street, New York, NY 10023. $2.00 Provides an annotated list of some 130 films about and for the aging.

Allyn, M. (ed.). About Aging: A Catalogue of Films (Fourth Edition). Andrus Gerontology Center, University of Southern California, University Park, Los Angeles, CA 90007. 1979. 249pp. $3.90. (ALL GRADE LEVELS.)

Summing Up. The Lives of Man Series. 1961. WHA Radio Station, University of Wisconsin. Available from National Tape Repository. 3 3/4 IPS 1-track audio tape, 15 min. Tells about different cultures and ways of life concerning aging.

Threescore and Five: A Series. 1961. National Broadcasting Co., Inc. Available from National Tape Repository. Shows a basic and comprehensive survey of the needs and prospects of older persons in American life. Describes their means of livelihood, their health, and their living patterns.

The Golden Years. (3 3/4 IPS 1-track audio tape, 30 min.)
In Sickness and in Health. (3 3/4 IPS 1-track audio tape, 30 min.)
Income: The Greatest Need. (3 3/4 IPS 1-track audio tape, 30 min.)
Let the Work Go On. (3 3/4 IPS 1-track audio tape, 30 min.)
Roof over My Head. (3 3/4 IPS 1-track audio tape, 30 min.)
The Summing Up. (3 3/4 IPS 1-track audio tape, 30 min.)

What Shall We Do with Mom and Dad. 1972. CBC Learning Systems. 1 7/8 IPS audio tape cassette, 60 min. Deals with the problem of being old in an increasingly youth-oriented society. Includes interviews with different people in various situations. Touches upon retirement, housing, senility, loneliness, recreation, and their lack of a role in society.

When Are You Old? New Goals for the Aging Series. WUOM Radio Station, University of Michigan. Available from Audio Visual Education Center, University of MIchigan. 3 3/4 IPS 2-track audio tape, 15 min. Panel discussion of the conditions of old age. Features Dr. Verne Harvey, medical director of the U.S. Civil Service Commission, and Dr. James Birren, National Institute of Public Health.

C. PROGRAMS

Fitchburg Home Weatherization Project. This intergenerational community service project was designed to be an energy conservation effort organized in Fitchburg, Massachusetts. Students, older persons, and others replaced air filters, sealed vents, cleaned refrigerator coils, and assisted in dozens of basic energy-saving activities for neighborhood residents. For further information: Tim Miller, Montachussett Opportunity Council, Energy Services Program, 7 Fairmont Street, Fitchburg, MA 01420.

National Council on the Aging. For program information: Jim Firman, NCOA, 1828 L Street, N.W. Suite 504, Washington, D.C. 20036.

National Retired Teachers Association/American Association of Retired Persons. For program information: Anita Stowell, NRTA/AARP, 1909 K Street, N.W. Washington, D.C. 20049.

Project CLASP. Aimed at improving student understanding and attitudes in Grades 4 through 8, this project mixes classroom activities and intergenerational approaches. CLASP (Children Learning About Aging in a Structured Program) is a coordinated curricular approach, featuring in-service training for participating staff members. For further information: John Pini, Rockland Public Schools, Rockland, MA 02370.

Senior Citizens Opportunities in Public Education (SCOPE). This program is designed to involve older people in the classroom. Older persons are employed for five hours per week to provide scholastic and emotional support to youngsters. The senior citizens are salaried through Title V of the Older Americans Act, which is coordinated through the local Area Agency on Aging. For further information: Dr. Maxwell Jarvis, SCOPE Coordinator, Lindbergh Community School, 4133 Mt. Albertine Avenue, San Diego, CA 92111.

Student Help for the Elderly (SHE). SHE was initiated and is managed entirely by Columbia University students. The project's premise is that students can provide relatively low-cost, high-quality services to older persons who do not qualify for or cannot afford such services. Students are paid three dollars per hour to provide a variety of services, including shopping, cooking, and companionship to homebound older persons. For further information: Natalie Elman, Student Hop for the Elderly, 112-A Low Library, Columbia University, New York, NY 10027.

Summer Reading Program. This unique program is funded by an LSCA grant. The project aims at bringing young and old into close contact in a public library setting to share experiences based on reading. Also involved is in-service training concerning aging and the aged for library staff members involved. For further information: Marilyn Green, South Bay Cooperative Library System, 2635 Homestead Road, Santa Clara, CA 95051.

The Jones-Village Partnership Program. *Sponsored by Project WORLD, this program is a cooperative venture between Jones Junior High School and First Community Village, in which students and retirees are brought together to share a variety of experiences. For further information: Ellen Erlanger, Jones Junior High School, 2100 Arlington Avenue, Columbus, OH 43221.*

Youth/Aging Project. *Carried out at two earlier times (1971 and 1978), this project aims at integrating aging into the secondary curriculum of the Catholic high schools of San Francisco. Involving six class sessions and a number of activities and approaches, the program aims at increasing student awareness and improving student attitudes toward aging and the aged. For more information: Marilyn Greer, Coordinator, Catholic Committee for the Aging of San Francisco, 50 Oak Street, Room 202, San Francisco, CA 94102.*

APPENDIX B

CURRENT NEWSLETTERS FROM CLEARINGHOUSE FOR ELEMENTARY AND SECONDARY AGING EDUCATION (CESAE)

CESAE

The Clearinghouse for Elementary and Secondary Aging Education
Box 5112, Tennessee Technological University, Cookeville, TN 38501

The Clearinghouse for Elementary and Secondary Aging Education was launched in recognition of a growing need among educators for a communications network and educational resource dealing specifically with teaching about aging and the aged in the public schools. As I researched my dissertation in 1976, I found great difficulty in locating individuals with any experience in working with aging education at the public school level. After nearly a year of searching, I located only a handful. Since that time, I have encountered other aging educators who have noted the same phenomenon. Apparently, there are hundreds of persons across the nation with a strong interest in public school aging education who are unaware of what other researchers are doing. After sampling the opinions of a number of public school aging educators, Dr. B.J. Allen of Florida State University and I, during the summer of 1978, did the initial planning for the Clearinghouse. In September of 1979, with the support of the Tennessee Commission on Aging, the Clearinghouse began operation at Tennessee Technological University.

The services provided by the Clearinghouse to its participants are as follows:

1. A listing of participants throughout the nation, along with the information on their work, both past and present. Such a listing will enable the Clearinghouse to put persons working on similar projects in touch with one another.

2. A semi-annual Technical Assistance Brief (TAB), through the Tennessee Commission on Aging, focusing on public school aging education. The publication will summarize the state of the art and recent significant developments, as well as offer reviews of effective curricular materials and programs

3. Quick response to inquiries from participants. Persons seeking information on work done or in progress, availability of curricular materials, or other questions concerning public school aging education can find assistance.

4. Copyright infringement considered, copying and mailing of certain curricular materials, or portions thereof, which are difficult to acquire.

The success of the Clearinghouse for Elementary and Secondary Aging Education depends on the actions of its clientele. Participants in the program are asked to share their work and ideas and to keep the Clearinghouse apprised of their progress. The Clearinghouse is a forum for the exchange of ideas and information among its participants. To function effectively, we must have up-to-date information about you and your work.

Please write.

John W. Myers, Ph.D.
Assistant Professor
Director, CESAE

JWM:hd

Dr. John W. Myers, Director, Tennessee Technological University
Mason Rowe, Research Analyst, Tennessee Commission on Aging

TECHNICAL ASSISTANCE BRIEF

306 Gay St., Nashville, Tn. 37201 (615) 741-2056

AGING EDUCATION - FOCUS ON YOUTH

WELCOME CESAE PARTICIPANTS: We extend a hearty welcome to participants in the Clearinghouse for Elementary and Secondary Aging Education (CESAE), who are receiving this first T.A.B. focused on aging education for youth, kindergarten through grade twelve. As part of our support for the CESAE project, the Tennessee Commission on Aging has agreed to publish at least two issues per year (Fall and Spring) in the T.A.B. series focusing on pre-collegiate aging education. Through these publications, the Tennessee Commission on Aging hopes to assist CESAE in keeping teachers and educators informed and aware of the need for early aging education in the schools. Diverse in its scope, these semi annual T.A.B.s will review new curricular materials and programs which have implications for teaching about aging and the aged in our schools, as well as keep participants aware of the "state of the art" of the trend toward pre-collegiate aging education.

Mason Rowe
Research Analyst

CESAE NEEDS YOU: The Clearinghouse for Elementary and Secondary Aging Education is in operation at Tennessee Technological University, and stands ready to help YOU teach about aging and the aged in your classroom. With its files of curricular materials and programs aimed at the elementary and secondary levels, it should prove a valuable resource for teachers, curriculum developers and researchers in related areas. With its listing of participants and their contributions to the "state of the art," CESAE can be a vital forum for the exchange of information and ideas. The success of the CESAE project, however, depends on YOU. CESAE needs to be utilized. If you are teaching about aging, write and tell us what you are doing and how you are doing it. If you are developing curricular materials, write and tell us about it. If you are operating a successful intergenerational program in the schools, share your success with us. If you are interested in doing any of the above, or related projects, write to us for information on similar projects or materials. CESAE is a communications network, requiring a continual exchange of information and ideas among its participants. If you are a participant, sharing an awareness of the need for elementary and secondary aging education, keep us up to date on your work in the area. If you wish to join the network, write today and tell us what you've been up to, or what you would like to do. CESAE will help any way it can.

John W. Myers, Ph.D.
Director, CESAE

CESAE

The Clearinghouse for Elementary and Secondary Aging Education
Box 5112, Tennessee Technological University

CURRICULAR MATERIALS: The following materials have been reviewed by CESAE and should prove effective in teaching about aging and the aged.

1. Donars Productions, P.O. Box 24, Loveland, CO 80537, offers an effective multimedia kit, consisting of an activity book, slides and two filmstrips with cassette narration for $44.00. Each of the four parts of the kit are also available for purchase separately. The title of the kit is "Aging," and it includes:

Teaching About Aging (Rev. Edit.) by Gary Smith (1978; 89 pp.; $9.00), a comparative approach to major issues related to aging and the aged. In eighteen interesting activities, the text examines comparatively issues in U.S. society and in other nations and cultures. Master sheets are included for all student handouts. The activities are adaptable for all secondary levels.

Act Your Age by Gary Smith (1979; $16.00), a set of twenty slides aimed at helping students understand age roles and break down stereotypes about age-related behavior. A teacher's guide and handout master sheet are included. Good discussion motivators for the secondary grades.

Growing Old in Rural Canada: Maritimers (84 frames; 17 minutes) and Growing Old in Urban Canada: Pensioners (76 frames; 18 minutes) are filmstrips with cassette narration which present elderly persons' perspectives on growing old. Both offer excellent opportunities for comparative approaches: U.S. and Canada; rural and urban. A Discussion guide is available with each. $20.00 per filmstrip.

2. The Social Issues Resource Series (SIRS), P.O. Box 2507, Boca Raton, FL 33432, produces a comprehensively researched program of reference materials (24 titles in 36 looseleaf binders). One of the series, Aging (Vol.1), indexes sixty articles from a variety of published sources, providing a variety of perspectives on aging and related issues. Though a bit costly for the individual teacher, the volume, with its annual supplements, would be an excellent department or school wide reference source on aging and the aged. Attractively and logically packaged (indexed by subject and title), this 310 page volume is an excellent source of current information, and has been used with success at elementary through university levels. Price: $36.00.

3. Potentials Development for Health and Aging Services, Inc., 775 Main Street, Suite 325, Buffalo, NY 14203 offers an excellent resource for use in secondary vocational health services programs. Working With the Elderly: A Training Manual, edited by Deichman and O'kane (1975; 144 pp., $10.50), has been used successfully in many vocational programs since its publication. Stressing "activity" approaches to working with the elderly, with selections covering a wide range of topics, the book is worth considering for any health services related vocational program which prepares students to work with the elderly in an institutional setting.

TECHNICAL ASSISTANCE BRIEF

AGING EDUCATION - FOCUS ON YOUTH APRIL 15, 1980

BUSINESS IS BOOMING: Many thanks to the hundreds of individuals and agencies that have shown interest in CESAE. Our mailing list, after less than a year of operation, lists nearly one thousand participants. Our files on curricular programs and materials for teaching about aging and the aged at elementary and secondary levels are growing. We are continually looking for information concerning new programs and materials, so be sure to keep CESAE informed. If you discover programs and materials in your community that could benefit pre-collegiate aging educators, please tell CESAE about them. We will pass the information to teachers and other interested persons across the nation.

If you have specific questions related to pre-collegiate aging education, please do not hesitate to write. One of CESAE's purposes is to respond to such requests for information, or to try to refer you to a more appropriate source. If you are working with an on-going program which is already listed in our files, please keep us informed of your progress. CESAE is a free service, aimed at helping promote the cause of aging education at all levels of education by providing a forum for the exchange of information. We will help you in any way we can.

CESAE AT APGA: A big "thank you" to the Adult Development and Aging Committee of the American Personnel and Guidance Association. In the interests of aging education, this fine group of people invited CESAE to exhibit in their booth at the 1980 APGA Conference in Atlanta in March. We are grateful for the hospitality and the opportunity to share our concerns with those who attended the conference. Incidentally, CESAE was also represented in March at the Western Gerontological Society annual meeting in Anaheim. Thanks to Marion Marshall for sharing our ideas with the folks on the west coast.

HELP: A number of participants have written over the past few months with questions concerning instruments for measurement of attitudes and cognitive knowledge related to aging. If you know of effective measurement instruments, which have been or could be adapted for use at elementary and secondary levels, please let CESAE know. If you can include a copy of the instrument, we will be overjoyed. If you can provide an address for ordering the instrument, we will be overjoyed also. We would like to build a CESAE file of such evaluation instruments for use with programs of aging education and with intergenerational programs of various types.

CESAE
The Clearinghouse for Elementary and Secondary Aging Education
Box 5112, Tennessee Technological University, Cookeville, TN 38501

TEACHER RESOURCE CENTERS: Mr. Fran Pratt, author of Teaching About Aging, obtained an ESEA grant to establish an aging resource center for teachers in Acton, Massachusetts. In its first year of operation, the TLA Center (Teaching and Learning About Aging) has collected a variety of books, articles, curriculum guides, audio-visual materials, and other resources to support the teaching of aging in the classroom K-12. The TLA Center also publishes a periodic newsletter and arranges for various intergenerational activities (guest speakers, etc.) involving school and community. CESAE is quite familiar with Fran's work, and recommends the TLA Center as a fine model for other communities to follow. For further information: Fran Pratt, Director, TLA Project, McCarthy-Towne School, Acton, MA 01720.

FINAL NOTE: Remember to keep CESAE informed about what is going on in your area. We depend on you, our participants, for the information that we make available to others. Do your part to keep the movement for elementary and secondary aging education strong.

The Clearinghouse for Elementary and Secondary Aging Education
Box 5112, Tennessee Technological University, Cookeville, TN 38501

APPENDIX C

GENERAL REFERENCE BIBLIOGRAPHY ON AGING

BIBLIOGRAPHY

Reference Books

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General Information

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Economic and Financial Aspects of Aging

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